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ABSTRACT

The ad hoc Committee on Women Studies at the University of Washington recommends that a program of women's studies be instituted to permit rigorous academic study in the area. The program would be composed of: (1) an introductory core course; (2) four upper-division courses; (3) a significant amount of study (approximately 35 credits) in a single relevant academic discipline such as history, sociology, romance languages, etc.; and (4) a senior thesis. This report includes, besides these recommendations, data on student opinion, a brief survey of relevant courses and interested faculty members at the University of Washington, and some specific information about the nature of women's studies programs elsewhere. (Author/HS)

University of Washington

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Report of the ad hoc Committee on Women Studies, College of Arts and Sciences.

June 21, 1971

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I. ABSTRACT OF REPORT

The ad hoc Committee on Women Studies recommends that a program be instituted to permit rigorous academic study in the area of Women Studies. The program would be composed of these parts: an introductory core course; four upper-division courses in this area; a significant amount of study (approximately 35 credits) in a single, relevant academic discipline (e.g., History, Sociology, Romance Languages, etc.); a senior thesis.

In view of the central role of women studies courses in the projected program, we recommend that those courses now offered in GIS be continued, preferably through integration into departmental offerings. We also recommend that a committee be appointed to plan the program in detail, and to administer it. The members of the committee should include faculty and students with competence in areas relevant to Women Studies. The chairman of the committee should be a faculty member with professional competence and strong interest in the area, who would also serve as academic advisor to students electing this major. The committee members would develop the program by continually assessing the course offerings in the area here at the University, make themselves aware of developments in other institutions, search for funding and other needed support, and consider other approaches to Women Studies.

Because we feel that the institution of such a major program is of urgent priority, and because of the relatively long delay involved in introducing new majors in the College of Arts and Sciences, we recommend that this area of study be organized within the framework of General and Interdisciplinary Studies. The rationale for having such a program will be supplied below.

Our report includes, besides these recommendations, data on student opinion; a brief survey of relevant courses and interested faculty members here at the University, and some specific information about the nature of Women Studies programs elsewhere. We urge that care be taken to avoid counterproductive competition between this program and minority and other recently developed, innovative programs. We commend present efforts, and urge further developments in the areas of continuing education and equitable employment, thus fostering wider educational opportunities to women in the University context.

II. DETAILED REPORT

A. Introduction

In western culture, the collective, "man", of most academic discourse, with infrequent exceptions, has implied a gross neglect of some of the major aspects and potentials of womanhood. Heretofore the acceptance of this omission has not only been conventional, but has become a role ascribed to women. This has resulted, on the side of intellect, in a lack of balanced perspective. On the side of personal fulfillment, it has resulted in a disability unfairly imposed upon women. In many sectors, as is well known, the omission is now being powerfully challenged. Yet more significantly, one can find no intellectual justification for it as a working assumption of teaching or scholarship which are meant to reflect the conduct of life or to assess the life of society. The question now arises: How can we organize and pursue a course of study that will increase our knowledge about the lives women lead and help them gain the power to make these lives more rewarding?

The ad hoc Committee on Women Studies was charged with the investigation of the possibility of creating a course of study called Women Studies. Our first, most difficult task, was to define what Women Studies is and to learn in what ways the University has means of pursuing such a course of study. Briefly, Women Studies is an interdisciplinary academic study of the quality and shape of reality that women experience. In common with other interdisciplinary programs, Women Studies would begin with an "untraditional" focus (sex differentiation) and then draw on disciplines in the humanities (e.g. English and History), the social sciences (e.g. Sociology and Psychology), and the professions (e.g. Communications and Education). We assume that if the experience of women is made the object of study, the expertise of the University will allow new questions to be asked, new answers to be found, and human potential to be expressed more fully. The Committee feels that the intellectual, professional, social, and psychic roles demanded of women are coherent, significant realities touching the lives of all of us and that therefore the University has a propoer duty to explore the origins, effects, and implications of those roles. We feel that the program would be "new" only in its focus: the methodology and academic rationale have been a part of the University's life for many years.

B. Recommendation.

1. Establishment of a Women Studies Major, Organized Within the Framework of the Department of General and Interdisciplinary Studies.

The ad hoc Committee on Women Studies proposes a program leading to a Bachelor of Arts degree under the auspices of the Division of General and Interdisciplinary Studies. The degree program should meet the general College of Arts and Sciences requirements for the B. A. degree.

It should also require the fulfillment of one core course in Women Studies, presenting an overall view of the field; 35 credits in a single department offering courses relevant to Women Studies; and at least four upper-division Women Studies courses designated on a curriculum list for all majors. All students should be required to write a senior thesis on some aspect of Women Studies with the guidance of a faculty advisor.

The Committee recommends that existing courses in Women Studies be continued (see Table I). It would be desirable that these courses be incorporated, in due course, into the framework of regular departmental offerings.

Briefly, the reasoning on which this recommendation is based is the following: the area of Women Studies has emerged recently and with impressive rapidity as a focal point for academic inquiry into individual life and social organization. The establishment of a major program would strengthen opportunities for initiating research in the field, and present a readily identified center for development of innovative course offerings, and for student commitment to this area of study.

2. Administration of Program

a. Interdisciplinary Committee:

We propose that the program be administered by a committee of interested faculty members, graduate students, and undergraduate students (majors in the field of Women Studies). We believe that persons in a wide variety of fields would be interested in the program. However, the committee's work in building a strong academic major would be facilitated if representatives of fields which are closely allied to Women Studies were explicitly included in this body. The Committee would have jurisdiction over the requirements set for the major -- total credits, number and kinds of required courses -- and would determine what courses would be applicable to the Women Studies major.

b. Director:

The person chairing the committee would be designated director of the program. He/She would handle all administrative matters and would be the Women Studies advisor. We propose that this person be a regular faculty member (probably one who teaches a course connected with the program) who maintains a part-time affiliation with his/her department. The College of Arts and Sciences would pay the salary for that portion of time allocated to the Women Studies Program.

c. Suggested Fields of Concentration.

The following list of fields potentially suitable for academic concentration, was prepared on the basis of experience of members of the present ad hoc Committee. Starred fields appear to offer special advantages for concentration. We must emphasize, however, that the suitability of a particular academic field is dependent not only on its theoretical aspects, but also on the approach and content of actual courses, and the interests of individaul faculty members. One of the important functions of the interdisciplinary committee which we propose to administer the Women Studies program would be survey of departmental offerings, identification of potentially appropriate courses which might be added to the roster of regular offerings, and the continued fostering of interest in the area of Women Studies.

African Studies
American Studies
Anthropology*
Art*
Asian Languages and Literature
Classics
Communication*
Comparative Literature*
Drama
Economics*
English*
Far Eastern and Russian Institute
Germanic Languages and Literature*
History*
Latin American Studies
Linguistics
Music
Near Eastern Languages and Literature
Philosophy
Political Science*
Psychology*
Romance Languages and Literature*
Russian and Near Eastern Studies
Scandinavian Languages and Literature*
Sociology*
Social Welfare
Speech

(Note: Fields listed include only those which are components of the College of Arts and Sciences. This is not meant to exclude other important areas, such as law, architecture, urban planning, business, and the health sciences.)

C. Summary of Committee Procedures:

The Committee held 16 meetings during Winter and Spring Quarters, 1971. In accordance with the charge given to us by Dean William L. Phillips "to review present Arts and Sciences curricular opportunities relating to 'Women Studies,' and to recommend further curricular possibilities," we collected data from three general sources.

First, we gathered information on courses and major programs being offered at other institutions. Second we drafted and sent letters to all deans, directors, chairmen and graduate-program advisors asking them to identify for us relevant offerings in their present curricula, new courses that might be offered, and interested faculty in their departments. Third, we invited a number of people to meet with the committee to give us their views on Women Studies courses, and, in particular, on the desirability and/or feasibility of an interdisciplinary major. Those interviewed were: Ann Schwiesow, one of the instructors of GIS 407; Erin VanBronkhorst and Nancy Leimbacher, two undergraduates who are interested in the program; Dean Phillips, and Associate Dean Bell. Frances Svensson, a member of the ad hoc Committee, gave us some valuable ideas on the program in relation to the special concerns of minority groups. The remaining meetings were used in drafting an interim report which we discussed with Dean Phillips and Dean-Designate Beckmann, and in preparing our final report.

D. Courses Related to Women Studies, Existing or Projected, at the University of Washington.

We received 21 replies to the letter to departments, and to a second follow-up letter. The results of this survey are summarized in Table I.

TABLE I. COURSES RELATED TO WOMEN STUDIES, EXISTING OR PROJECTED, AT THE UNIVERSITY OF WASHINGTON.

Part A. Courses offered in 1970-1971, or firmly committed courses.

Course No.	Title	Instructor	Department	Prereq.	Time
GIS 320	Women's Rights and Feminism	Mary Aickin	History		Spring 1971
GIS 381	Women in Literature	Patricia Onion Carolyn Platt	Humanities		Spring 1971
GIS 382	The Role of Women in United States Economy	Tanya Roberts	Economics		Spring 1971
GIS 407	Women 101	J. Martin A. Schwiesow			Spring 1971
GIS 468	The Search for the American Woman	Prof. Anne Firor Scott (Visiting)	History	J, Sen, GS	Summer 1971
GIS 306	The Sociology of Sex Differentiation	Barbara Garner Joyce Nielson	Sociology		1970-1971
?	Age and Sex Differentiation	P. VandenBerghe	Sociology	?	Projected
SCAND 100	Modern Scandinavian Culture				
SCAND 480	Ibsen and His Major Dramas in English Translation				
SCAND 481	Strindberg and His Major Dramas in English Translation				
GIS 319 (future Pol. Sci?)	Patriarchal Politics	Lynne Iglitzin	Pol. Sci.		
SW 520 (sem)	Feminism and Contemporary Social Work Practice	T. F. Lewin Lenora D. Mundt	Soc. Work	GS	Autumn 1971
EDHED 559	Seminar in Higher Education				Spring 1971

Part B. Possible or suggested courses based on response to departmental questionnaire.

Course	Instructor	Department	Remarks
Women and the Visual Arts: the nature of women as expressed through and depicted in the visual arts, 19th and 20th century.	Martha Kingsbury	School of Art, Art History Department	M. K. willing to pursue; positive and enthusiastic
Prominent German Authoresses (sem)	?		
German Women in German Literature	?	Germanic Languages	Dependent upon budget expansion.
Women in German Romanticism	?		
Women in Science	?	Suggested by Oceanography	
?	Barbara Hauck	C. of Education	Is interested
Increasing focus or emphasis		Comparative Literature	
English 499 Special topics in literature	-	English	

E. Student Opinion

Student opinion was assessed informally, on the basis of personal acquaintance of individual Committee members, and in a formal meeting between two students, Erin VanBronkhorst and Nancy Leimbacher, and the Committee. We also compiled a questionnaire (Table IIA) on Women Studies and distributed it in the GIS courses on women offered in the Spring Quarter. The questionnaire was given by the instructor to the students in each class, with the exception of GIS 481: Women in Literature. Out of an approximate total enrollment of 260 students, 121 students responded.

Basically, the questionnaire asked why the student was taking the particular Women Studies course; whether or not there should be a Women Studies major; whether or not the student was interested in taking a Women Studies major. The questionnaire also solicited comments on the presentation of concerns of women in existing courses at the University of Washington, and areas in which the student would like to see courses developed.

The students gave many reasons for taking their particular Women Studies course(s). Basic to all the replies, however, was a concern for knowledge in an area all felt was generally ignored at the University. Again and again both men and women students indicated "personal growth," and "self-knowledge" as reasons for their initial interest. Also, many indicated that they enrolled because the role of women must be changed and education was the basis for social reform.

On the question of a Women Studies program leading to a B.A. degree, the students gave an overwhelmingly favorable response. A class-by-class breakdown follows in Table IIB.

The percentage of students in favor of a Women Studies program who indicated in addition that they would major in Women Studies if there were a program appears in Table IIC. In general, the students felt that (outside of their GIS course) women as individuals and as a class had been ignored in course presentation. In their view, this was most lamentable in literature courses in general and socieal sciences courses particularly History, Sociology, Psychology and Political Science. A few existing courses and professors drew praise, however.

The students were most eclectic when they indicated new areas for course development and they definitely indicated an interdisciplinary direction. Highest in priority seemed to be new courses in literature and all the social sciences, particularly cross cultural and area studies. Courses on Women and the Law, Women and the Media, Women and Language, Women and Arts and Educational Chanelling, were often mentioned. The list is quite extensive and indicated that at least those students enrolled in Women Studies courses this quarter have certainly considered Women Studies as an academic area in need of development.

TABLE IIA. Questionnaire used to assess student opinion.

College of Arts and Sciences ad hoc Committee on Women's Studies

The results of this questionnaire will be used by the ad hoc Committee on Women's Studies to help draw up a report on the kind of Women Studies Program that is needed on this campus. We hope you will help us by filling in the answers to the following questions and adding any comments you think would be useful to us. Please retun the completed questionnaire to your Women's Studies instructor. Thank you.

Class_____ Major_____ Male_____ Female_____

Are you taking any of the following Women's Studies courses courses?

GIS 407 (Women 101)___
GIS 306 (Sociology of Sex Differentiation)____
GIS 319 (Patriarchal Politics)____
GIS 320 (Women's Rights and Feminism)____
GIS 481 (Women in Literature)____
GIS 382 (Role of Women in U.S. Economy)____
Others____

Did you take Women 101 before this (Spring) quarter?____
Women 102 (Radical Feminism - non-credit)?____

Were you closed out of any of the above courses during registration and unable to get into any of them through overload signatures?____
If so, which one(s)?

Briefly, why are you taking a women's studies cours?

Are you planning on majoring in Women's Studies through General and Interdisciplinary Studies Department?____

If there were a Women's Studies Program leading to a B.A. degree, would you major in Women's Studies?____

Do you think there should be such a program? (one leading to a B.A.) Why or why not?

If such a program were set up, should it: have its own faculty____ or make use of faculty already in other departments (as GIS Department does)____?

Please comment on course content in existing departments in the University as it relates or does not relate to women.

Please specify areas of women's studies that you are interested in and would like to see courses offered.

9.

TABLE II B

Do you think there should be a Women Studies Program leading to a B.S. degree?

	Course		Percentage of students who responded: Women	Men	Total
GIS 382	The Role of Women in U.S. Economy	Favorable	43	43	86
		Unfavorable	0	14	14
GIS 306	The Sociology of Sex Differentiation	Favorable	66.7	33.3	100
		Unfavorable	0	0	0
GIS 407	Women 101	Favorable	88.2	11.8	100
		Unfavorable	0	0	0
GIS 320	Women's Rights and Feminism	Favorable	94.6	3.2	97.8
		Unfavorable	3.2	0	3.2
GIS 319	Patriarcal Politics	Favorable	53.1	30.2	83.3
		Unfavorable	10.8	5.9	16.7

TABLE II C

If there were a Women Studies Program leading to a B.A. degree, would you major in Women Studies?

	No. of Students	Percent of Those favorable in Table I
GIS 382	1	16.7
GIS 306	1	6.7
GIS 407	10	29.4
GIS 320	13	43.2
GIS 319	7	25.0
	32	

F. Questions and Problem Areas

During the course of its discussions, the Committee identified certain questions and problem areas related to the establishment of a major program in Women Studies. These are listed below, with comments summarizing Committee opinion.

1. There are difficulties inherent in the definition of the area of Women Studies. Certain individuals may question whether Women Studies can serve as an appropriate basis for a sound academic major because it is a relative newcomer in the academic world. We believe that an orientation of study centered on Women Studies is valid, in just such a manner as orientation around newly accepted areas such as geographical or political groupings, or racial differentiation. Within the framework of the proposed major, students would concentrate in a relevant, established academic field, such as History, Political Science, or Sociology.

2. Would a major in Women Studies offer a sound basis for the major student's later development, in and out of academic life? A student who majored in Women Studies might continue in graduate school in disciplines which had formed the nucleus of undergraduate concentration. Alternatively, the student proceding into a non-academic career should take from the undergraduate major a sense of scholarly commitment and human understanding quite as useful, in its own way, as that resulting from any other undergraduate major.

3. Problems may arise related to competition between the proposed Women Studies program and other new programs such as Black Studies or the newly established areal programs. Such competition is indeed a hazard, from a financial standpoint and wisdom and justice must be exercised by University administrators in order to insure that emergent programs do not suffer from mutual conflict. Yet this problem would be transitory in character, existing only while such programs are at the early stages of development recognized as innovative, during which they need special support from University and external resources. Competition should cease once the programs are established.

G. Further Considerations

We extended our discussion to consider the longer-range implications of development of a major program in Women Studies. We discussed such questions as these: Is the field of Women Studies, as such, a discipline of potentially permanent role in the University? In what ways can the University increase its effectiveness in fostering the intellectual and ethical development of the individual?

Undoubtedly, the present era represents a time of crisis. Academic fields are undergoing revision and redefinition, and conventional course structures are being scrutinized to see how fully they meet the real educational needs of today's students. Definition of the academic area of Women Studies is a response to urgent societal problems, but once women's roles have been defined with more concern for equity and adequate expression of individual promise, it is possible that Women Studies will merge with other fields concerned with definitions of human characteristics, capabilities, and potential. In the meantime, establishment of an academic major and a stable advisory program would insure continuing commitment on the part of the University to the intellectual needs of women in particular.

Although the direct charge of this ad hoc Committee is to make recommendations concerning an academic program in Women Studies in the College of Arts and Sciences, it is impossible to isolate this area, even on theortical grounds, from other aspects of the position of women in this University. Major progress must be made towards establishing more equitable conditions at every level -- student, faculty, and staff -- and the work of concerned individuals and groups should be recognized as directly supportive of positive developments in the academic area. Further, the members of this Committee are concerned about the special problems of women who have been out of the classroom for long periods of time and are in need of a visible point of re-entry to the University. These individuals are likely to require assistance in determining their area of study, such as that offered by programs of the University's Division of Continuing Education. The Committee commends the University for its development of innovative programs for returning women students; and urges expansion of the opportunities for flexible, intermittent enrollment for all students.

III. APPENDIX

A. Outline of Women Studies Courses and Offerings in Other Institutions.

The list was prepared in major part by the Modern Language Association's Commission on the Status of Women in the Profession in response to inquiries about new courses on women. As of October, 1970, four institutions had in progress, or were organizing, Women Studies Programs. They are San Diego State (Roberta Salper and Jacqueline Wertz); Cornell (Arlene Ryan); Wesleyan (Shelia Tobias); Westbury (Roberta Salper). Collections of course descriptions and bibliographies, Female Studies I and Female Studies II, are available from KNOW, Inc., P.O. Box 10197, Pittsburg, Pa.

American U.	Babette Blackington	Sociology of Women 69-70
Amherst	?	Eros and domesticity 70-71
Barnard	Annette Baxter	History of Women in US 69-70
Brown	Maurine Greenwald	Women in America 70-71
Bryn Mawr	Kate Millett	Women in Literature 70-71
Buffalo, SUNY	Ann Scott	Women in Literature 69-70
	Mary Schwartz	Family Relations 69-70
California -Irvine	Mary Key Ritchie	Linguistic Behavior of Male and Female 70-71
	Lyn Osen	Women
Santa Barbara	Nancy Turitz (now Hoffman, U. of Oregon)	Women in Literature 69-70
Chicago, U. of School of Business	Laws	Women 69-70
Connecticut, U. of	Jean Hall	Women in Literature 70-71
Cornell	Marcia Lieberman Joy Osofsky	Women in Literature Evolution of Female Personality 69-71
Dartmouth	Mary Tyler Knowles	Literary Mistreatment of Women 70-71
Douglass	Elaine Showalter	20th Century Women Writers 70-71

Douglass	Elaine Showalter	Educated Women in Literature 70-71
	Dorothy Redden	Coming of Age in British and Amer. Lit: Women 70-71
	Department	Women Writers and Feminine Mystique 69-70
	Mary Howard	Role of Women in Contem. Society 70-71
	Barrett Mandel	Literature of Autobio. (half women) 70-71
Foothill, Calif.	Bernice Zelditch	American Women Poets 70-71
	Mary Hoover S. Herrmann	? Women in Amer. Pol. and Social Movements
	Lois McCarty	Sex Roles and Sex Stereotyping
Fresno State	Ingrid Wendt	? 70-71
Goucher	Florence Howe	Identity and Expression 70-71
	Alice Rossi	Social Inequalities 70-71
		Family and Kinship 70-71
		Sex and Society 70-72
		Women's Movements 70-72
Hampshire	Gayle Hollander	Sex Roles in Amer. Soc. and Politics 70-71
	Robert Rardin	Human Sexuality 70-71
	Lester Mazor	Feminine Identity 70-71
	Shelia Houle	On Women 70-71
Harvard	Shirley Weitz	Sex Rules 70-71
	Matina Horner	Feminine Psychology 70-71
	Caroline Bynum	

Indiana U.	Elizabeth Maccia, M. Peterson, J. Ramaley, Dean Rogers, and P. Allen	Seminar on Women 70-71
Kansas	?	Women in Contem. Society 69-70
Kirkland	Selma Burkom	Women in US and Brit. Lit. 70-71
Livingston, N.J.	Mary Strong	?
Mass., U. of., Amherst	Lee Edwards	Woman as Hero 70-71
	Mr. Keefe	19th Cent. Lady Novelists 70-71
Boston	Mary Anne Ferguson	Literary Stereotypes of Women 70-71
	Nina Alonso	Women Writers 70-71
	Linda Hunt	?
Mt. Holyoke	James Ellis	Daughters and Ducats in English Drama 70-71
	Charles Trout	Women in US Social History 70-71
N. Carolina, U. of	Charles Trout and Paula Goldsmid	Sex Roles in Contem. Society 69-70
NE Illinois State	June Sochen	Women in US History 69-71
Northwestern	Aleta Styers	?
Pittsburgh	Marcia Landy, Judy Rosenthal, and Susan Kleinberg	History and Soc. Views of Women 69-70
	Susan Kleinberg	History of Women 70-71
	?	Literary and Social Views of Women 70-71
Princeton U.	Kay Beals	Politics of Male-Female Relations 69-70
	Ann Wood	Women in US History 69-70
	Nancy Weiss	
Queens	Wedny Martin	Feminine Mystique in Amer. Lit. 70-71

Richmond , CUNY	Phyllis Chesler	Feminine Studies Workshop 70-71
San Diego State	Roberta Salper	Women in History 70-71
		Contemp. Issues in the Liberation of Women
	Barbara Kessel	Socialization Process of Women 70-71
		Women and Education 70-71
		Human Sexuality 70-71
	Jacqueline Wertz	Self Actualization of Women 70-71
	Carol Rowell	Field Experience 70-71
	Ms. Nower	Women in Literature 70-71
Sarah Lawrence	Gerda Lerner	Women in History several years
	Eva Kollisch	Women in Literature summer
	Mr. Dizard	Family and Society 70-71
	Mr. Thompson	Intro. to Soc. (sections on sex roles) 70-71
	Mr. Allmendinger	Women in History 70-71
	Miss Graham	Women in Literature 70-71
	Mr. Averitt	Women in US Economy 70-71
St. Catherine (College of)	Alan Graebner	Women in America 69-70
Stanford	Carl Degler	Race and Sex in US 69-70
Wellesley	Patricia Spacks	Women Writers 70-71
Wesleyan	D. Meyer	History of Women 69-70
	Dr. Vann	Status of Women 69-70
	Ruth Benson	Images of Women 70-71

Wisconsin State U.	Mary Briscoe, Elsie Adams, Agate Krouse	Women in Literature 70-71
Wright State U.	Cecile Cary	Romantic Love
Yale College	Ms. Weitzman	Social Perspectives of Women 70-71 Women in a Male Society 70-71 Women and the Law
Emory University	Mary Bugg	Women's Liberation 70-71 Life of a Wife 70-71
Alverno College	Sister Mary Doherty	Alverno Research Center on Women
Barnard College	Pres; M. E. Peterson	Women's Center; new courses
Tufts University	Adele Simmons	History of Women 70-71
	Zella Luria	Psychology of Women 70-71
Brandeis University	Pauli Murray	Women in American Society 70-71

III. APPENDIX

B. Outlines of Two Representative Women Studies Courses Offered Currently at the University of Washington.

GIS 320: A History of Women's Rights and Feminism in America, 1830-1970.

Mary Aickin

Required texts: Lucinda Cisler: "Women: A Bibliography."
Aileen Kraditor: "Up from the Pedestal."
Eleanor Flexner: "Century of Struggle."
C.C.Catt and N.R.Shuler: "Woman Suffrage and Politics."
Betty Friedan: "The Feminine Mystique."
Robin Morgan: "Sisterhood is Powerful."

March 30: Introduction: Discuss paper topics
April 1: "The Cult of True Womanhood,": The Nineteenth Century Family and Social Ferment.
Flexner: Chs. 1-3
Kraditor: pp.53-78,45-52 (in that order!)

6: Abolition and Seneca Falls: The Birth of the Woman Movement.
Flexner: Chs. 4-5
Kraditor: pp. 79-87, 183-88

8: To Vote or Not to Vote: Suffragist and Anti-Suffragist Rationale
Kraditor: 189-252

13 & 15: Elizabeth Cady Stanton and Susan B. Anthony: The Full Scope of the Woman Movement
Flexner: Chs. 6-8
Kraditor: 108-82

20: The State Campaigns: The Puritan Ethic, Prohibition and Nativism
Flexner: Chs. 10-12
Kraditor: 253-62

22: Southern Women and the Woman Movement: "Caste and Class" and Expediency
Flexner: Ch. 13
Kraditor: 262-65

SHORT BIBLIOGRAPHIES DUE ON MIMEO SHEETS

25: Working Women and the Woman Movement: Organization First
Film: "The Inhertance" (?)
to be discussed on Thurs. with reading

29: The Woman Movement Midway: Consolidation and Change
Flexner: Chs. 9,14,18
Kraditor: 278-82

May 4: "The Search for Order": Progressivism and "Social Feminism"
Flexner: Chs. 15-17
Kraditor: 266-73

6: Jane Adams: Feminist Progressive
Flexner: Chs. 19-24
Kraditor: 282-84

11: Charlotte Perkins Gilman: "Women and Economics"
Kraditor: 175-78, 273-77, 319-31
Catt and Shuler: Woman Suffrage, entire

13: Florence Kelley and the Consumer Union
Kraditor: 273-77, 325-31
Catt and Shuler: Woman Suffrage
See Doris Stevens: Jailed for Freedom, on Reserve, sections to be announced

18: Margaret Sanger and the Birth Control Movement
Morgan: pp. 245-89
See Sanger, Autobiography, on Reserve, sections to be announced

20: Alice Paul and the Woman's Party
Kraditor: 293-301
DEBATE: On the Equal Rights Amendment

25: From the Flapper to the Feminine Mystique: A Counter-revolution?
Kraditor: 331-53
Freidan: The Feminine Mystique, entire

27: Reform Movements and Women: From Abolition to the Civil Rights '60's
Kraditor: 302-14; 353-69
Freidan: The Feminine Mystique

June 1: Women's Liberation: A New Feminism?
Morgan: Introduction-46, 139-57, 175-81, 205-20, 306-34, 340-53, 360-61, 376-84, 421-69, 520-36, and any more you care to read.

3: "Sexual Politics"
Morgan, cont.
PAPERS DUE

GIS 319: Patriarchal Politics

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The following are the principal texts which you are urged to buy:
Roszak and Roszak, Masculine and Feminine (Harper)
Simone de Beauvoir, The Second Sex (Bantam)
Mill,J.S., The Subjection of Women (MIT)
Marx, Lenin, Engels, Stalin in The Woman Question (International)
Shulamith Firestone, The Dialectic of Sex (Morrow) al)

Readings are arranged in order on importance; you are urged to read all the items marked with an * so that our discussions will be able to focus on areas all of us are familiar with -- supplementary books are included to assist those who wish to delve further, and for individual seminars we will be forming on specific areas of interest. Books in the first category are on reserve in UGL and Pol. Sci. Library.

I. WOMEN IN POLITICS

(March 29) a) women as marginal participants in traditional politics
reading: *Robert E. Lane, Political Life pp 206-216
*Campbell et al, The American Voter pp. 483-493
*Almond and Verba, The Civic Culture pp. 324-335
Supplementary: Maurice Duverger, Political Role of Women pp 49-73
Harold Gosnell, Democracy: Threshold of Freedom pp 50-77

(April 5) b) politics as masculine: patriarchal politics
reading: *Aristotle, Politics, Book I
*de Beauvoir, pp. 56-128
*Roszak, "The Hard and the Soft"; also "The Man Problem."
*Firestone, Chapter 8
*Mill, Subjection of Women, Chapter 1
Supplementary: Lionel Tiger, Men in Groups, Ch.2
Lucy Komasar, "Violence and the Masculine Mystique."
Kate Millett, Sexual Politics, Ch. 2
William Domhoff, Who Rules America? Ch. 1

(April 12) c) women as active participants in issue-oriented politics
reading: *Firestone, Ch. 2
*Aileen Kraditor: Up from the Pedestal pp 183-287 (skim)
*"Women's Struggle: A Historical Overview", by Pollard and Keck in

Stambler, ed., Women's Liberation
Ace Books (95 c).
*Christopher Lasch, The New Radicalism in America. Ch. 1,2,3.

Supplementary: Donald Meyer, The Positive Thinkers, Ch. 3.
William O'Neill, "Feminism as a Radical Idealology," in Young, Dissent, 273-300.
Eleanor Flexner, Century of Struggle.
Women: A Journal of Liberation, Vol. 1, No. 4, "Women in Revolution."
O'Neill, Everyone was Brave: The Woman Movement.

II. THE PROPS OF PATRIARCHAL POLITICS

(April 19) a) sociological
reading: *de Beauvoir, pp. 249-347, "The Formative Years."
*Firestone, Ch. 4 "Down with Childhood."
*Fred Greenstein, Children and Politics, Ch. 6 "Sex Differences."
*Roszak, articles by Hacker, Rossi.
*Mill, Ch. 2,3.

Supplementary: Betty Friedan, The Feminine Mystique.
Cade, The Black Woman.
Clark, Dark Ghetto, "Sex and Status.
Aries, Centuries of Childhood, A Social History of Family Life.
Goode, The Family.
Wylie, Generation of Vipers.
Merriam, After Nora Slammed the Door.

(April 26) b) psychological
reading: *de Beauvoir, Ch. 2, pp. 33-47, 347-497
* Firestone, Ch. 3
* Roszak, articles by Horney, Herschberger, Lydon, Sampson, Nietzche, Freud.
* Freud, "Female Sexuality", in International Journal of Psychoanalysis, Vol. XIII, 1932, pp. 281-297.

Supplementaty: Kate Millett, Sexual Politics, p. 176+
Ronald Sampson, The Psychology of Power, Introduction, Ch. 2,6.
Theodore Reik, The Creation of Woman.
Lundberg and Farnham, Modern Woman: Lost Sex.
Weininger, Sex and Character.
Mary Jane Sherfey, "Evolution and Nature of Female Sexuality." Journal of American Psychoanalytic Association, Vol. 14, No. 1, January 1966.
Robert Stoller, Sex and Gender.

(May 3) c) economic and legal

reading: *The Woman Question.
*Roszak, pp. 160-248.
*Firestone, Ch. 1.

Supplementary: Kanowitz, Women and the Law, pp.1-99.
Wollstonecraft, Vindication of the Rights of Women.
Bird, Born Female,
Bebel, Women and Socialism.
Gilman, Women and Economics.
Engels, Origin of the Family, Private Property and the State.

(May 10) d) literary

reading: *de Beauvoir, Ch. 10, pp. 185-237.
*Firestone, Ch. 7,8,9.
*Roszak, "The Man Problem." pp. 5-5.
*Virginia Woolf, A Room of One's Own.
*Ibsen, The Doll's House.

Supplementary: Kate Millett, op. cit. Part III.
Rousseau, Emile.
de Beauvoir, The Woman Destroyed.
Masters and Lee, The Anti-Sex.
Ellman, Thinking About Women.
Lifton, Woman in America, article by Diana Trilling.

(May 17) e) anthropological and religious

reading: *de Beauvoir, pp. 129-185.
*Karen Horney, "The Dread of Woman," in International Journal of Psycholanalysis, Vol. 13, 1932, pp. 348-360.
*H. R. Hays, The Dangerous Sex: Myth of Feminine Evil.

Supplementary: Briffault, The Mothers.
Bachofen, Motherright.
Malinowski, Male and Female: Sex and Temperament.
Daly, The Church and the Second Sex.
Montague, The Natural Superiority of Women.
Ruth Herschberger, Adam's Rib.

III. THE CHALLENGE TO PATRIARCHAL POLITICS: POLITICS REDEFINED

(May 24 May 31)

reading: *de Beauvoir, pp. 639-689.
*Mill, Ch. IV.
*Firestone, Ch. 10; Conclusion.
*Roszak, pp. 241-306.

Supplementary: Stambler, Women's Liberation: Blue-Print for the Future. pp. 143-233.
Robin Morgan, Sisterhood is Powerful.
Tanner, Voices from Women's Liberation
Koedt, Firestone, Notes from the Second Year.

III. APPENDIX

C. Excerpt from the Newman Report on Higher Education, Related to Women Studies. pp. 104-106.

Achieving Equality for Women

We recommend a national effort to broaden and diversify the participation of women in higher education and to make higher education more responsive to women's needs.

The first and clearest course of action is to end all discrimination on grounds of sex:

- Women should be admitted to all levels of academic study in all fields on an equal basis with men.

- Women should receive equal pay for equal faculty rank and be considered for promotion and tenure on the same basis as male faculty members. Endowed chairs should be available to women as well as men.

- Given past discrimination, there must be an affirmative effort -- not merely neutrality -- to recruit talented women for graduate schools, higher faculty and administrative positions and boards of trustees.

Women's rights have become a national issue. Consciousness of the extent of discrimination is increasing. Yet our study found that discrimination against women, in contrast to that against minorities, is still overt and socially-acceptable within the academic community. We conclude, therefore, that Federal and State governments have a particularly important role to play. Governmental leadership is needed in publicizing information concerning the extent of discrimination. Governmental programs such as fellowships to students and contracts with institutions are important vehicles for ending discrimination, and should be vigorously employed.

A second course of needed action is to undertake reforms and innovations which will remove the barriers to women which are built-in to the institutional structure of higher education:

- Requirements for residency, full-time enrollment, credit transfers and the like should be overhauled to accommodate the needs of many women for flexible scheduling.

- Student aid programs and credit arrangements -- which are often administered to conform to the requirements mentioned above -- must similarly be redesigned with the needs of women in mind.

- Facilities should be provided which give recognition to the elementary fact that a woman is not a female bachelor. The establishment of child care centers is perhaps the most important practical step to be taken, but other facilities such as access to housing arrangements and health services are needed.

Many of the institutional innovations which we discuss elsewhere in the report are particularly important to improving the prospects for women. Women's rights advocates have tended to focus their attention on the discriminatory aspects of the existing system of higher education. Yet if new institutions and new programs could be created (such as those described above), many of the existing structural barriers themselves could be eliminated as obstacles to participation. Home and community-based programs and a respected system of equivalency examinations and credentialling institutions could make it possible for more women to resolve the conflict between their roles as wives and mothers and their aspirations for intellectual and social development outside the family.

There is, finally, a third course of action required of higher education: to lead the effort to understand and rethink the role of women in American society. Achieving equality for women must involve not only specific institutional changes; it also involves subtle but fundamental changes in attitudes. Because of the leverage they exert on all of society, colleges and universities have a greater responsibility than other institutions to play an exemplary and leadership role.

We believe that colleges and universities should consider introducing courses or programs in female studies as a way to combat the myths and stereotypes about women. Beyond this, the overall curriculum should be reviewed in terms of its relevance to women. Rather than the usual program which progresses from generalized courses to a major field and then to professional training, we believe that many women would benefit more from a program that offered career-oriented training from the beginning. Women could then combine work or the pursuit of a career with raising children, and could return later for additional study in more-general liberal-arts areas.

Colleges and universities must also seriously consider the unconscious social, as well as educational, functions they provide for women ..... The distress which now afflicts so many American women will only be alleviated when they are able to perceive themselves, and to act, as complete human beings with a wide range of acceptable social objectives open to them. Whatever choice a woman makes -- whether to focus on her role as wife and mother, or to pursue a career, or to combine the two -- she will be able to do so with the confidence that she, not society, is controlling her own life.